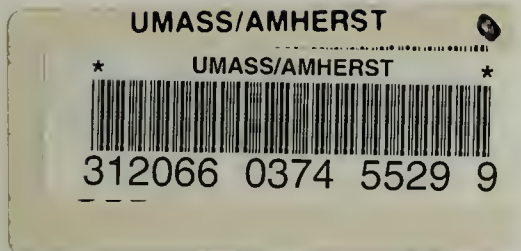


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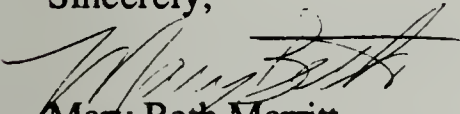
Mary Beth Merritt, Ph.D.  
433 Maple Street  
Franklin, MA 02038  
(508) 520-2444  
February 10, 1994

Piedad F. Robertson, Secretary of Education  
Executive Office of Education  
The Commonwealth of Massachusetts  
One Ashburton Place, Room 1401  
Boston, MA 02108

Dear Dr. Robertson,

Please find enclosed with this letter an application for a proposed charter school as well as a contact sheet and signature sheets. We are excited to begin this process and look forward to hearing your comments and suggestions. Regretfully, we were unable to complete Part II of the application to our satisfaction. We are confident that we will have an outstanding proposal for your review by the coming year. This brings up an interesting question for us -- will you be waiting until February 1995 to review and grant charters or will this be a continuous process? We anticipate being able to submit the remainder of the application earlier if it would be beneficial for us to do so.

Sincerely,

  
Mary Beth Merritt

The Metro South/West Regional Charter School Initiative

GOVERNMENT DOCUMENTS  
COLLECTION

JUN 04 1994

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Depository Copy



# Commonwealth of Massachusetts

## Executive Office of Education

### *Charter School Application Designated Contact Person*

Please provide the Executive Office of Education with the following information identifying a designated contact person for the group submitting an application for charter school status. This form *must* be filed along with the charter school application no later than February 15, 1994. Please mail all required materials to:

Secretary of Education  
ATTN: Charter Schools  
Executive Office of Education  
One Ashburton Place, Room 1401  
Boston, Massachusetts 02108

Tel: (617) 727-1313

*Please print or type:*

*The Metro South/West Regional Charter Initiative*  
Name of organization/group filing for charter school status

Contact Person Name:	<i>Mary Beth Merritt</i>	
Signature:	<i>Mary Beth Merritt</i>	Date: <i>2/10/1994</i>
Title:	<i>Project Director</i>	
Address:	<i>433 Maple St.</i>	
City:	<i>Franklin</i>	
State:	<i>MA</i>	
Zip:	<i>02038</i>	
Telephone:	<i>508.520.2444</i>	
Fax:		



# Commonwealth of Massachusetts

## Executive Office of Education

### Charter School Application

I/We, the undersigned charter school applicant(s), do hereby certify that the information provided herein and filed with the Executive Office of Education on this the 11th day of February (month) of the year 1994, is to the best of my/our knowledge, truthful and accurate.

(This signature sheet *must* be attached to the application when it is filed.)

Name: Mary Beth Merritt Signature: Mary Beth Merritt Date: 2/7/94  
Address: 433 Maple St. City: Franklin State: MA Zip: 02038  
Tel: 508-520-4444

Name: Jim Han Signature: Jim Han Date: 2/9/94  
Address: 131 Hillside Rd City: Franklin State: MA Zip: 02038  
Tel: 508-528-4517

Name: JAN Han Signature: JAN Han Date: Feb. 9 '94  
Address: 131 Hillside Rd. City: Franklin State: MA Zip: 02038  
Tel: 508-4517

Name: Raymond J Condey Signature: Raymond J Condey Date: 2/9/94  
Address: 433 Maple St City: FRANKLIN State: MA Zip: 02038  
Tel: 508-520-2444

Name: Jim Marie Donovan Signature: Jim Marie Donovan Date: 2-9-94  
Address: 90 Prospect St. City: Franklin State: MA Zip: 02038  
Tel: 520 4243

Name: Cindi Coombs Signature: Cindi Coombs Date: 2/9/94  
Address: 18 Oak St Ext City: Franklin State: MA Zip: 02038  
Tel: 528-1889

Name: Dick Coombs Signature: Dick Coombs Date: 2/9/94  
Address: 18 Oak St Ext City: Franklin State: MA Zip: 02038  
Tel: 508-1889

Name: Theresa F. Ross Signature: Theresa F. Ross Date: 2/10/94  
Address: 260 King Street City: Franklin State: MA Zip: 02038  
Tel: 528-1805

If more space is required, please attach additional sheets.

Executive Office of Education, One Ashburton Place, Room 1401, Boston, MA, 02108

# Commonwealth of Massachusetts

## Executive Office of Education

### Charter School Application

I/We, the undersigned charter school applicant(s), do hereby certify that the information provided herein and filed with the Executive Office of Education on this the \_\_\_\_\_th day of \_\_\_\_\_(month) of the year 1994, is to the best of my/our knowledge, truthful and accurate.

(This signature sheet *must* be attached to the application when it is filed.)

Name:	Lynn H. Sisco	Signature:	Lynn H. Sisco	Date:	2/10/94
Address:	4 Mary-Ann	City:	Franklin	State:	MA
				Zip:	02033
				Tel:	533 7864
Name:		Signature:		Date:	
Address:		City:		State:	
				Zip:	
				Tel:	
Name:		Signature:		Date:	
Address:		City:		State:	
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				Tel:	

If more space is required, please attach additional sheets.

Executive Office of Education, One Ashburton Place, Room 1401, Boston, MA, 02108

# Commonwealth of Massachusetts

## Executive Office of Education

### *Charter School Application*

I/We, the undersigned charter school applicant(s), do hereby certify that the information provided herein and filed with the Executive Office of Education on this the \_\_\_\_\_th day of \_\_\_\_\_(month) of the year 1994, is to the best of my/our knowledge, truthful and accurate.

(This signature sheet *must* be attached to the application when it is filed.)

Name:	Signature:	Date:
Address:	City:	State:
		Zip:
		Tel:
Name:	Signature:	Date:
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		Zip:
		Tel:

If more space is required, please attach additional sheets.

Executive Office of Education, One Ashburton Place, Room 1401, Boston, MA, 02108



**A Charter School Application - Part I**  
Submitted to

**The Commonwealth of Massachusetts  
Executive Office of Education  
Piedad F. Robertson, Secretary of Education  
One Ashburton Place, Room 1401  
Boston, MA 02108**

**Contact:  
Mary Beth Merritt, Ph.D.  
433 Maple Street, Franklin, MA 02038  
(508)-520-2444**

**The Metro South/West Regional Charter School Initiative**

**February 15, 1994**

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# Charter School Application ; Part I

## **Introduction**

Many of the ideas we propose in this application are not original. We seek to we take the educational philosophies, theories and practices that best suit our needs and put them into a form. This is a true experiment : putting theory into practice is rarely simple or straightforward, yet, it is one we are passionately committed to. All of this work has been done before at least in parts, and we have looked to many models for inspiration.

We are indebted to the work of the Global Alliance for Transforming Education, whose Principles we found this school upon (Exhibit A); to Lynn Stoddard, a visionary educator who discovered how to draw forth individual learner's greatness in partnership with teachers and parents (Exhibit B); to Designs for Transforming Education, a NASDC proposal for model Holistic Schools and finally, we refer the reader to a Vermont Public School program called ALPHA, "a multi-age learning community engaging middle grades students in personal and collaborative inquiry". This model, in combination with Stoddard's "E.T. partnerships" and assessments most closely approximate the practice of our vision of education. An ALPHA Handbook may be found in Exhibit C.

By creating charter schools and inviting grassroots participation leading to shared vision and ownership, the Commonwealth has set the stage for meaningful change. We are excited to offer a proposal that encompasses many of the commonwealth's purposes for establishing charter schools.

## 1. Mission Statements

To nurture the highest possibilities of human development that allows each person to make a valuable contribution to society.

To provide students with the environment to develop the insight, knowledge and skills necessary to consciously create a vision of the future they desire and to make that vision manifest.<sup>1</sup>

This mission rests on the following principles as taken from Education 2000: A Holistic Perspective<sup>2</sup> and other beliefs that we subscribe to:

Principle 1: The primary purpose of education is to nourish the inherent possibilities of human development.

Principle 2: We recognize that each learner, young and old is unique and valuable.

Principle 3: We affirm that education is a matter of experience.

Principle 4: We call for wholeness in the educational process and its policies.

Principle 5: Teachers ought to be facilitators of learning and require autonomy in the design of learning environments .

Principle 6: Meaningful opportunities for real choice are necessary at every stage of the learning process.

Principle 7: A truly democratic model of education is required to empower all citizens to participate in meaningful ways in the life of the community and the planet.

---

<sup>1</sup> The second statement of our mission statement is from "Education for a New Generation of Learners", a proposal to the New American Schools Development Corporation by Designs for Learning, a non-profit organization in Minneapolis MN.

<sup>2</sup> From the Global Alliance for Transforming Education (GATE), Grafton, VT

Principle 8: Each of us is a global citizen and educational practices should facilitate this awareness.

Principle 9: Education must spring organically from a profound reverence for life in all of its forms.

Principle 10: We believe that all people are spiritual beings who express their individuality through their talents, abilities, intuition and multiple intelligences.

## 2.School Objectives:

### A.Broad academic objectives for student learning

We propose that the kind of knowledge base for transformative education is knowledge derived from an understanding of the "connectedness of things". It is the "big picture" understanding which enables one to know more with less information. This "core of common knowledge" includes:

- Ecological literacy, ie., The knowledge of whole systems.
- Contextual knowledge: knowing how to identify, create and explore contexts of meaning
- An understanding of the fundamental concepts and principles, many of them ecological, that are common to all academic disciplines and fields of knowledge, and their role in creating conceptual frameworks for thinking and acting.

The skills are concomitant with the above knowledge. They are the skills required to learn what one needs to learn when one needs to learn it. These include competency in :

- The basics : reading, writing and mathematics.
- Higher order systemic thinking : whole brain thinking including creativity, problem solving, critical thinking and decision making - the kind of thinking that makes possible the transfer of learning from one field to another.
- The capacity to become an independent learner, to assume responsibility for one's own learning.



**B. Non academic goals for student learning**

Students will develop the "human skills": communication, cooperation, conflict resolution, self-reflective thought, and self-evaluation. They will actively explore issues of social, environmental, political and economic import as they relate to their own lives. The goal is to become responsible world citizens with a strong sense of themselves and their ability to contribute to society.

**C. The type of community environment we hope to foster at our school**

We feel it is important to provide an atmosphere that is based on trust and that supports risk -taking while maintaining respect for oneself and one's community. We envision a democratic community of cooperative and independent learners where students, parents and teachers are committed to one another's growth.

### **3. Statement of Need**

#### **A. The need for this type of school**

Paramount to the success of the learner is the need for meaningful parental involvement in cooperation with the teacher, an "Equal and Together" partnership that promotes the welfare of the child. Further, there is a need for a new role for teachers; as facilitators of human development who are entrusted with the task of best meeting the needs of the individual learner. We are also committed to a student-directed learning environment which provides meaning and relevance to learning and provides the basis for a life long love of inquiry. We observe that there are not enough opportunities for this in traditional public schools. Finally, there is a need for educational choices.

#### **B. Why a charter school would help to effectively address these needs**

Charter schools give us the freedom to explore options that satisfy these needs and create models of education that are better suited to the needs of our children. We will be working as a group which is, from the start, committed to meaningful change and thus will have the advantage of creating what we want without the struggle that is typically (and understandably) associated with change. Charter schools also provide an avenue for traditional public schools to observe these different approaches and incorporate them into their own pedagogical practices as desired without the inherent risks.

## **4. School Demographics**

### **A.Location**

The proposed school is located in the route 495 corridor south of the Mass pike. We are referring to it as the Metro south/west region and consider it to be a regional school to encourage a broad base of community participation. We have located one potential site that fulfills many of our initial requirements. This is the 4-H center in a rural area of Ashland. The building itself has many options for space and the rural woodland site is conducive to nature exploration which is a fundamental component of our program. (see Exhibit D) Another possible location is the Norfolk Agricultural School . We have only very preliminary information about this site. Updates will be provided as progress is made.

### **B. Reason for this location**

The foundation of the proposed school rests on a belief that an ecological approach to education is important and can provide many meaningful learning opportunities. Much of the learning will occur within the context of "Mother Nature". The 4-H organization has a mission that is very much parallel to our own, their vision is : 4-H ... A world leader in developing youth to become productive citizens and catalysts for positive change to meet the needs of a diverse and changing society."

Thus the site is physically appropriate and our philosophies are in harmony as well. We are unable to comment on the suitability of any other sites at this time, however we intend to continue investigating potential sites.

### **C.Unique characteristics of student population**

We cannot define our potential student population as unique except from the stand point that each of us is unique and deserves the best possible educational opportunities. It is our expressed hope that we will be a multicultural community living in harmony--and perhaps that will be our specialness as well.

**D.Anticipated enrollment**

Our anticipated enrollment is approximately 60 students with an intention to accommodate more as our capabilities increase.

**E.Grade levels served and numbers in each grouping**

Initially we are planning to serve K/1 to 6 with the intention to roll students into a middle school program over a period of 3 years. Students will be in multi age groups of about 20 each. The breakdowns will be determined later as they reflect the needs of students and parents and the expertise of the teachers.



## **5. Recruiting and Marketing Plan**

### **A. Publicity to attract students**

A significant amount of publicity has already occurred in the print media and on television and there seems to be a high level of awareness in Franklin and surrounding communities. To date there have been 3 public meetings to educate people about charter schools and to solicit input on the proposed school. All of the working meetings have been open to the public as well to maintain an attitude of inclusion. A two page flyer has been developed that outlines charter schools and discusses the philosophy of the proposed school. We plan to augment this with more specifics about our educational plan and goals as they are finalized. This information is distributed to interested parties and we are maintaining a data base of potential applicants. We are contemplating publishing a newsletter to keep interested people informed about the process. Mary Beth Merritt has been invited to develop a series of discussions about education on a local radio discussion program (WDIS).

### **B. Outreach**

1. Produce a brochure that will highlight the mission, philosophy and goals of the school as well as give a description of the program. We will distribute this brochure to local schools, libraries, churches and human service organizations in areas that could be served by the school.
2. Register in the Commonwealth's school information centers.
3. Provide public forums at local libraries and colleges to give people opportunities to gather information.
4. In order to attract a diverse student body we will strive to attract and recruit a diverse faculty.
5. After we have staffing in place, hold open houses and discussions about the school.
6. We will continue to offer updates and informative articles to the public through the local newspapers.

## 6. Admissions Policy

### A. Admissions methods and standards

It is our intention to build a diverse student population because it will help further many of the "non-academic goals" of the school. We believe that each person in this community of learners is valuable and thus we have very few requirements for entrance. They are as follows:

1. We strongly believe that participation in the educational process by parents is essential to the success of their child and of the school. A commitment on the part of the parents to participate in the life of the school as well as specifically in partnership with the teacher is a primary requisite for attending unless it puts undue hardship on the family. We will make every effort to work out this agreement to mutual satisfaction. We will work on individual contracts with the parents of prospective students to agree on what they are willing to offer the school in terms of time and talent.

2. We will have an interview process that includes the parents, student, teacher and an interim board member. Children will be invited to submit a project that they have worked on as well as a plan for a project they would like to explore at the charter school (as appropriate). Parents will be given the opportunity to fully explore and understand the philosophy of the school as well as its methods of teaching. Goals for their children will be discussed and whether or not they are realistic for the school environment we are proposing. We will want to ascertain that the parents of prospective students are fully aware of what to expect from the school and are prepared to trust this process and become educated themselves.

3. Children of the founding coalition as well as of faculty and staff of the school will be given preference for admission.

4. Siblings of children in the school will be shown preference

5. Because we envision this school to be regional in nature, we would like to reserve 50% of the remaining spaces for residents of the town and the other 50% for students from other towns, depending on demand. \*

6. We will not discriminate on any basis and will comply with all Massachusetts general laws as regards this.

7. We will be proactive in assembling a student body that is of various academic ability, socioeconomics, racial, ethnic and religious background.

8. Procedures:

a. During the month of November preceding entrance, registration and application will take place for the following:

1. Children who are already enrolled
2. Children of faculty/staff
3. Children previously wait-listed (not making it through the lottery)
4. Sibling children

b. As of December 1st new families may register, following guidelines of the law .

**B. How these policies further the mission of the school in a non-discriminatory fashion**

By providing a chance for participation by a number of area towns we are striving to be inclusive and build a student body that is reflective of a diverse world. We are attempting to attract a wide variety of students according to ability, socio-economic status, ethnic and racial background so that we re-create a true public school that is required to meet the needs of a widely divergent student body. Further, we intend to use this opportunity to find ways to be together harmoniously, to celebrate strength in diversity and the oneness that binds us all.

\*We are aware that this procedure varies from the law and will file a waiver request if necessary



## 7. Profile of Founding Coalition

### A. Working Group

The working group consists of two components: an advisory group and a hands-on group. The advisory group is made up of people who have expertise in different fields. We, the Hands-on group go to them for advice on our ideas, for explanations and suggestions and general guidance. It is our intention to continue cultivating people in an advisory capacity so that we have a broad spectrum of support and resources.

The Hands-on group consists of people who are linked by the commonality of parenthood and a commitment to work for change in education, for our own children and for all children. We believe in the concept of public education and want to help it be the best it can be. The following people have been working together :

**Mary Beth Merritt, Ph.D.,** - Mary Beth has been actively involved in revisioning education for the last two years. As a member of the Steering Committee of the Global Alliance for Transforming Education she works to promote a new vision of education that is holistic and fosters personal greatness, social justice, peace and a sustainable environment. She was responsible for starting an education column called "Mind Matters" in the local newspaper that brings alternate, transformative and timely education ideas to the public. Mary Beth is also a founding member of Franklin Partners in Education. She currently volunteers at the Massachusetts Department of Education on the Project PALMS Curriculum Frameworks Subcommittee. A significant experience for Mary Beth was as a member of a team that formed a 501(c)3 organization with over 5,000 members nationally from a local program that was loosely affiliated with ca. 80 outreach centers. As a member of the Interim Board of Directors of the National Association of Mothers' Centers she : developed the governance procedures, wrote the by-laws, resolved conflicts and built consensus around a vision. Mary Beth has strong scientific training (B.A. Biochemistry and Ph.D. Chemistry) and experience in academia and industry. She is the parent of two young children.



**Matthew DiMarco, President, M.V. Mason Electronics** - Matt has been actively involved with educational issues at the local and state level for the past two years. He followed the Education Reform legislation from committee to final passage and, as a member of CEO's for fundamental change in education, actively lobbied to have school choice and charter schools included in the bill. He is a contributing member of the Pioneer Institute. Matt is also the co-chairman of the Joseph W. Martin Elementary School Council in North Attleboro. Effective April 4, 1994, he will begin a 3 year term on the North Attleboro School Committee. Matt is a parent of 3 children.

**Jan Ham** - Jan is an experienced Children's Librarian with a Masters degree, School Library Media Specialist certification and an undergraduate degree in children's literature. She has created a hands-on, interdisciplinary Architectural Design curriculum for school age children. In the 1993-94 school year she has taught this 15 hour program to 250 5th grade students in 3 Franklin Public Schools. She is a member of Archinet, a network of architects, teachers and people teaching Architectural Design Education. Jan is also on the teaching staff of FutureWorks, a 3 week summer enrichment program for grades 4 - 8 run by Dean College, Franklin, MA. Jan co-founded the Franklin Area Mothers' Center and served on its Steering Committee for three years and as co-coordinator for one year. She is a former homeschooling parent, having homeschooled her now 9 year old son for three years.

**Cindi Coombs** - Cindi has been a full time mother for 10 years and an active parent volunteer in the classrooms. She is a Founding member of the Franklin Recycling Education Committee and was part of a team that was responsible for implementing curbside recycling townwide. She also introduced the Massachusetts Recycling Education Curriculum in the Franklin Public Schools at the elementary level. In addition to raising her children, ages 8 and 10, she ran 2 small businesses: secretarial services for the "Massachusetts Future Problem Solving Program" and custom baking for a small cafe. Prior to starting a family, had 1 1/2 years of college study and experience as a dental assistant. Cindi's subsequent career as an office manager gave her broad experience in organization and administration.

**Ann Marie Donovan** - Ann Marie is the mother of 6 children ages 4-11. She has been involved in raising and artistically teaching children for over 20 years. She currently operates a child care business and is pursuing qualifications to become a lead teacher as well as working towards administrative qualifications in the child care industry.

**Terry Ross** - Terry grew up in Franklin and returned here when her twin boys were born 4 years ago. She is a member of the Franklin Area Mothers' Center, has served on various committees of the Mothers' Center and has successfully completed training programs in Child Care and Peer Facilitating. Terry is currently enrolled in Dean College's Child Studies Program. Terry is a parent assistant teacher at Norfolk Children's School, the only school in the area accredited by the National Association for the Education of Young Children (NAEYC).

**Lynn Shea** - Lynn is a parent of two children, ages 5 and 8. She is a parent volunteer in the classroom and active in the Parent Communication Council. Lynn has a B.S. in Nursing from the University of Lowell. She has been nursing for 12 years and is employed at Mount Auburn Hospital, Cambridge, MA.

The following people have graciously given their time and expertise to this project and serve as our advisory group:

**Philip Gang, Ph.D.**, Faculty member, California Institute for Integral Studies and Executive Director of the Global Alliance for Transforming Education, co-author of Conscious Education - The Bridge to Freedom - specialty in holistic and transformational education.

**Marlene Hefferman, A.B.**, Director, Dean College Children's Learning Center (a laboratory school) - specialty in developmentally appropriate practices.

**Pam Mele, M.ED.**, owner and Director, Norfolk Children's School - specialty in developmentally appropriate practices, parent education and storytelling.

**Judy O'Brien, Ph.D.**, Faculty member, Antioch College - specialties are cognitive development, teacher development, holistic education and storytelling as a tool for whole-brain learning.

**Lynn Stoddard**, former principal and author of Redesigning Education: A Guide for Developing Human Greatness, Steering Committee, Global Alliance for Transforming Education



## **B. Group Formation and Affiliations**

Mary Beth has had an interest in education and followed the formation of the Education Reform Bill, participated in the public forum and sent information that she felt was important to various legislators involved in the process. She stayed in touch with her State Senator, David Magnani, and shared the GATE vision of education with him. Senator Magnani was encouraging of her interest in charter schools as a vehicle for educational transformation and she found a partner to start developing ideas about schools. That person, Lynne Ritucci, a parent and elementary school teacher, worked with Mary Beth for several months since last August and then in the late fall decided to work with another charter school applicant group in Uxbridge because she thought she would move to Uxbridge. In December, a public meeting was held to help educate the community about charter schools and to share the concept of a school based on the GATE principles. A second meeting was held in January that was widely publicized and from these meetings as well as from the large amount of publicity this concept has received and from personal contacts we formed our hands - on group.

The affiliations we have are the result of networking by the group. A major affiliation on the local level is with Sherrie Guyott, program specialist (with 4-H) and the 4-H organization. We are cultivating this relationship because we see tremendous benefits from working together. 4-H has a strong experiential, student-directed learning approach to youth education and leadership development. As a program under the auspices of the public university system they are able to offer free teacher training, leadership training and curricula as well as being networked closely with UMass/Amherst.

Another significant association is with the Global Alliance for Transforming Education . This relationship affords us access to many of the holistic education leaders and thinkers in the country who are extremely supportive of this effort.

We have also had several conversations with the Global Habitat, a non-profit organization in Boston, dedicated to environmental education. Their response has been tremendously supportive and we anticipate that we will continue our association and that they will help us gain access to many resources.



Another recent affiliation we have developed is with Harvard University. We have asked Professor Vito Perone of the Graduate School of Education to work with us on the application regarding the Educational Program and Assessment and he has agreed. It is our hope that Professor Eleanor Duckworth will be able to work with us as well .

Finally, we have recently become aware of the Reach Out Coalition in Franklin, MA, which supports the Alternatives to Violence Project. They are a source of conflict resolution training for adults and youth and have an interest in working with us. (Exhibit E)

### **C. Further Recruitment**

We are aware of several gaps that we would like to fill in our working group that would give us strength and balance. We very much want to work with more elementary educators and students. We have been actively looking for teachers from the public sector and will continue to do so. Several teachers from the area have indicated an interest in our proposal which we plan on pursuing. We have discussed the possibility of a mini-conference on revisioning education to attract teachers and students. The other gap that we need to address is corporate sponsorship. We have not had the time to do this properly and will submit a plan for further recruitment at a later date.

## 8. Timetable

A broad outline of events to be accomplished by February 15, 1995 at the latest is :

1. Continue developing and assessing community and corporate support for this proposal via presentations and surveys - ongoing
2. Develop a core group of teachers to work on Charter Application Part's II and III - by 8/94
3. Develop an Interim Board of Trustees by 9/94
4. Develop Educational Plan - by 12/94
5. Develop Assessment Plan - by 12/94
6. Develop Administrative Plan - find an administrator sympathetic to our cause (someone like Mike Ronan)
7. Continue exploring site options, follow up with 4-H - ongoing
8. Write by-laws and file for incorporation - by 12/94
9. File Charter Application Part II by 2/15/94
10. Pending award of Charter, file Part III of Charter Application

**Exhibit A**

**Education 2000: A Holistic Perspective**



# EDUCATION 2000

## *A Holistic Perspective*

### I. The Vision Statement

Including the 1990 Chicago Statement on Education

### II. Plan for Implementation

December 1991

*There is no copyright on this document. GATE offers it to the world as a new foundation for education. Readers are welcome to photocopy and disseminate the pages that follow. We only ask that you acknowledge its source so that people can get in touch with us to further the vision.*



**Global Alliance for Transforming Education**

'19 USA

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# EDUCATION 2000

## A Holistic Perspective

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### I. The Vision Statement

#### Preamble

We are educators, parents, and citizens from diverse backgrounds and educational movements who share a common concern for the future of humanity and all life on Earth.

We believe that the serious problems affecting modern educational systems reflect a deeper crisis in our culture: the inability of the predominant industrial/technological worldview to address, in a humane and life-affirming manner, the social and planetary challenges that we face today.

We believe that our dominant cultural values and practices, including emphasis on competition over cooperation, consumption over sustainable resource use, and bureaucracy over authentic human interaction have been destructive to the health of the ecosystem and to optimal human development as well.

As we examine this culture-in-crisis, we also see that our systems of education are anachronistic and dysfunctional. In sharp contrast to the conventional use of the word *education*, we believe that our culture must restore the original meaning of the word, "to draw forth." In this context, *education* means caring enough to draw forth the greatness that is within each unique person.

The purpose of this Statement is to proclaim an alternative vision of education — one which is a life-affirming and democratic response to the challenges of the 1990s and beyond. Because we value diversity and encourage a wide variety of methods, applications, and practices, it is a vision toward which educators may strive in their various ways. There is not complete unanimity, even among those of us who endorse this document, on all of the statements presented here. The vision transcends our differences and points us in a direction that offers a humane resolution to the crisis of modern education.

## **Principle I. Educating for Human Development**

**We assert that the primary — indeed the fundamental — purpose of education is to nourish the inherent possibilities of human development.** Schools must be places that facilitate the learning and whole development of all learners. Learning must involve the enrichment and deepening of relationships to self, to family and community members, to the global community, to the planet, and to the cosmos. These ideas have been expressed eloquently and put into practice by great educational pioneers such as Pestalozzi, Froebel, Dewey, Montessori, Steiner, and many others.

Unfortunately, public education has never had optimal human development as its primary purpose. Historical literature makes it clear that school systems were organized to increase national productivity by inculcating habits of obedience, loyalty, and discipline. The “restructuring” and “excellence” literature of the 1980s and 1990s continues to be permeated with a concern for the productivity and competitiveness of the national economy, and seeks to harness the abilities and dreams of the next generation to the goal of economic development. We believe that human development must be served before economic development.

**We call for a renewed recognition of human values which have been eroded in modern culture — harmony, peace, cooperation, community, honesty, justice, equality, compassion, understanding, and love.** The human being is more complex, more whole, than his or her roles as worker or citizen. If a nation — through its schools, its child welfare policies, and its competitiveness — fails to nurture self-understanding, emotional health, and democratic values, then ultimately economic success will be undermined by a moral collapse of society. Indeed, this is happening already, as is made clear by the drug epidemic and the pressing problems of crime, alcoholism, child abuse, political and corporate corruption, teen alienation and suicide, and violence in the schools. We must nurture healthy human beings in order to have a healthy society and a healthy economy. The economic system surely requires a skilled, dependable work force. We can best secure this work force by treating young people as human beings first and future workers secondarily. Only people who live full, healthy, meaningful lives can be truly productive. We call for a greater balance between the needs of economic life and these human ideals which transcend economics and which are necessary for responsible action.

## **Principle II. Honoring Students as Individuals**

**We call for each learner — young and old — to be recognized as unique and valuable.** This means welcoming personal differences and fostering in each student a sense of tolerance, respect, and appreciation for human diversity. Each individual is inherently creative, has unique physical, emotional, intellectual, and spiritual needs and abilities, and possesses an unlimited capacity to learn.



**We call for a thorough rethinking of grading, assessment, and standardized examinations.** We believe that the primary function of evaluation is to provide feedback to the student and teacher in order to facilitate the learning process. We suggest that "objective" scores do not truly serve the learning or optimal development of students. We have been so busy measuring the measurables that we have neglected those aspects of human development which are immeasurably more important. Besides neglecting important dimensions of all learners, standardized tests also serve to eliminate those who cannot be standardized. In successful innovative schools around the world, grades and standardized tests have been replaced by personalized assessments which enable students to become inner directed. The natural result of this practice is the development of self-knowledge, self-discipline, and genuine enthusiasm for learning.

**We call for an expanded application of the tremendous knowledge we now have about learning styles, multiple intelligences, and the psychological bases of learning.** There is no longer any excuse to impose learning tasks, methods, and materials *en masse* when we know that any group of students will need to learn in different ways, through different strategies and activities. The work being done on multiple intelligences demonstrates that an area of strength such as bodily kinesthetic, musical, or visual spatial can be tapped to strengthen areas of weakness such as linguistic or logical-mathematical.

**We question the value of educational categories such as "gifted," "learning disabled," and "at-risk."** Students of all ages differ greatly across a full spectrum of abilities, talents, inclinations, and backgrounds. Assigning these labels does not describe a learner's personal potentials, it simply defines one in relation to the arbitrary expectations of the system. The term "at-risk" is especially pernicious: It serves to uphold the competitive, homogeneous goals of the educational system by ignoring the personal experiences and perceptions which lie behind a particular student's difficulties. We suggest, instead, that schooling should be transformed so as to respect the individuality of every person — that we can build a true learning community in which people learn from each other's differences, are taught to value their own personal strengths, and are empowered to help one another. As a result, each learner's individual needs will be met.

### **Principle III. The Central Role of Experience**

**We affirm what the most perceptive educators have argued for centuries: education is a matter of experience.** Learning is an active, multisensory engagement between an individual and the world, a mutual contact which empowers the learner and reveals the rich meaningfulness of the world. Experience is dynamic and ever growing. The goal of education must be to nurture natural, healthy growth through experience, and not to present a limited, fragmented, predigested "curriculum" as the path to knowledge and wisdom.

**We believe that education should link the learner to the wonders of the natural world through experiential approaches that immerse the student in life and nature.** Education should connect the learner to the workings of the social world through real-life contact with the economic and social life of the community. And education should acquaint the learner with the realm of his or her own inner world through the arts, honest dialogue, and times of quiet reflection — for without this knowledge of the inner self, all outward knowledge is shallow and without purpose.

### **Principle IV. Holistic Education**

**We call for wholeness in the educational process, and for the transformation of educational institutions and policies required to attain this aim.** Wholeness implies that each academic discipline provides merely a different perspective on the rich, complex, integrated phenomenon of life. Holistic education celebrates and makes constructive use of evolving, alternate views of reality and multiple ways of knowing. It is not only the intellectual and vocational aspects of human development that need guidance and nurturance, but also the physical, social, moral, aesthetic, creative, and — in a nonsectarian sense — spiritual aspects. Holistic education takes into account the numinous mystery of life and the universe in addition to the experiential reality.

Holism is a reemerging paradigm, based on a rich heritage from many scholarly fields. Holism affirms the inherent interdependence of evolving theory, research, and practice. Holism is rooted in the assumption that the universe is an integrated whole in which everything is connected. This assumption of wholeness and unity is in direct opposition to the paradigm of separation and fragmentation that prevails in the contemporary world. Holism corrects the imbalance of reductionistic approaches through its emphasis on an expanded conception of science and human possibility. Holism carries significant implications for human and planetary ecology and evolution. These implications are discussed throughout this document.

### **Principle V. New Role of Educators**

**We call for a new understanding of the role of the teacher.** We believe that teaching is essentially a vocation or calling, requiring a blend of artistic sensitivity and scientifically grounded practice. Many of today's educators have become caught in the trappings of competitive professionalism: tightly controlled credentials and certification, jargon and special techniques, and a professional aloofness from the spiritual, moral and emotional issues inevitably involved in the process of human growth. We hold, rather, that educators ought to be facilitators of learning, which is an organic, natural process and not a product that can be turned out on demand. Teachers require the autonomy to design and implement



learning environments that are appropriate to the needs of their particular students.

**We call for new models of teacher education which include the cultivation of the educator's own inner growth and creative awakening.** When educators are open to their own inner being, they invite a co-learning, co-creating process with the learner. What teaching requires is an exquisite sensitivity to the challenges of human development, not a prepackaged kit of methods and materials. We call for learner-centered educators who display a reverence and a respect for the individual. Educators should be aware of and attentive to each learner's needs, differences, and abilities and be able to respond to those needs on all levels. Educators must always consider each individual in the contexts of family, school, society, the global community, and the cosmos.

**We call for the debureaucratization of school systems, so that schools (as well as homes, parks, the natural world, the workplace, and all places of learning) can be places of genuine human encounter.** Today's restructuring literature emphasizes "accountability," placing the teacher at the service of administrators and policy makers. We hold instead that the educator is accountable, above all, to the young people who seek a meaningful understanding of the world they will someday inherit.

## **Principle VI. Freedom of Choice**

**We call for meaningful opportunities for real choice at every stage of the learning process.** Genuine education can only take place in an atmosphere of freedom. Freedom of inquiry, of expression, and of personal growth are all required. In general, students should be allowed authentic choices in their learning. They should have a significant voice in determining curriculum and disciplinary procedures, according to their ability to assume such responsibility. However, we recognize that some instructional approaches will remain largely adult-guided due to philosophical convictions or because they serve special student populations. The point is that families and students need to be free to choose such approaches, and free not to.

Families should have access to a diverse range of educational options in the public school systems. In place of the current system which offers a handful of "alternatives," public education should be comprised of numerous alternatives. It must no longer be the mission of public education to impose a homogenized culture on a diverse society. There is still a need for non-public schools, which tend to be more receptive to far-reaching innovations, and which are more capable of embodying the values of particular religious or other closely knit communities. Families should have freedom to educate their children at home, without undue interference from public authorities. Home schooling has proven to be educationally, socially, and morally nourishing for many children and families.



## **Principle VII. Educating for a Participatory Democracy**

**We call for a truly democratic model of education to empower all citizens to participate in meaningful ways in the life of the community and the planet.** The building of a truly democratic society means far more than allowing people to vote for their leaders — it means empowering individuals to take an active part in the affairs of their community. A truly democratic society is more than the “rule of the majority” — it is a community in which disparate voices are heard and genuine human concerns are addressed. It is a society open to constructive change when social or cultural change is required.

In order to maintain such a community, a society must be grounded in a spirit of empathy on the part of its citizens — a willingness to understand and experience compassion for the needs of others. There must be a recognition of the common human needs which bind people together into neighborhoods, nations, and the planetary community. Out of this recognition there must be a concern for justice. In order to secure these high ideals, citizens must be enabled to think critically and independently. True democracy depends on a populace able to discern truth from propaganda, common interests from partisan slogans. In an age when politics are conducted via “sound bytes” and deceptive public relations, critical inquiry is more vital than ever to the survival of democracy.

These are all educational tasks. Yet the teaching/learning process cannot foster these values unless it embodies them. The learning environment must itself revolve around empathy, shared human needs, justice, and the encouragement of original, critical thinking. Indeed, this is the essence of true education; it is the Socratic ideal, which has rarely been realized in educational systems.

## **Principle VIII. Educating for Global Citizenship**

**We believe that each of us — whether we realize it or not — is a global citizen.** Human experience is vastly wider than any single culture's values of ways or thinking. In the emerging global community, we are being brought into contact with diverse cultures and worldviews as never before in history. We believe that it is time for education to nurture an appreciation for the magnificent diversity of human experience and for the lost or still uncharted potentials within human beings. Education in a global age needs to address what is most fully, most universally human in the young generation of all cultures.

Global education is based on an ecological approach, which emphasizes the connectedness and interdependence of nature and human life and culture. Global education facilitates the awareness of an individual's role in the global ecology, which includes the human family and all other systems of the earth and universe. A goal of global education is to open minds. This is accomplished through interdisciplinary studies, experiences which foster understanding, reflection and



critical thinking, and creative response. Global education reminds us that all education and all human activity need to rest on principles which govern successful ecological systems. These principles include the usefulness of diversity, the value of cooperation and balance, the needs and rights of participants, and the need for sustainability within the system.

Other important components of global education include understanding causes of conflict and experiencing the methods of conflict resolution. At the same time, exploring social issues such as human rights, justice, population pressures, and development is essential to an accurate understanding of the causes of war and conditions for peace.

Since the world's religions and spiritual traditions have such enormous impact, global education encourages understanding and appreciation of them and of the universal values they proclaim, including the search for meaning, love, compassion, wisdom, truth, and harmony. Thus, education in a global age addresses what is most fully and universally human.

### **Principle IX. Educating for Earth Literacy**

**We believe that education must spring organically from a profound reverence for life in all its forms.** We must rekindle a relationship between the human and the natural world that is nurturing, not exploitive. This is at the very core of our vision for the twenty-first century. The planet Earth is a vastly complex, but fundamentally unitary living system, an oasis of life in the dark void of space. Post-Newtonian science, systems theory, and other recent advances in modern thought have recognized what some ancient spiritual and mythological traditions have taught for centuries: The planet, and all life upon it, form an interdependent whole. Economic, social, and political institutions must engender a deep respect for this interdependence. All must recognize the imperative need for global cooperation and ecological sensitivity, if humankind is to survive on this planet. Our children require a healthy planet on which to live and learn and grow. They need pure air and water and sunlight and fruitful soil and all the other living forms that comprise Earth's ecosystem. A sick planet does not support healthy children.

**We call for education that promotes earth literacy to include an awareness of planetary interdependence, the congruence of personal and global well-being, and the individual's role and scope of responsibility.** Education needs to be rooted in a global and ecological perspective, in order to cultivate in younger generations an appreciation for the profound interconnectedness of all life. Earth education involves a holistic assessment of our planet and the processes that sustain all life. Central to this study are knowledge of basic support systems for life, energy flows, cycles, interrelationships, and change. Earth education is an integrative field including politics, economics, culture, history, and personal and societal change processes.

## Principle X. Spirituality and Education

**We believe that all people are spiritual beings in human form who express their individuality through their talents, abilities, intuition, and intelligence.** Just as the individual develops physically, emotionally, and intellectually, each person also develops spiritually. Spiritual experience and development manifest as a deep connection to self and others, a sense of meaning and purpose in daily life, an experience of the wholeness and interdependence of life, a respite from the frenetic activity, pressure and over-stimulation of contemporary life, the fullness of creative experience, and a profound respect for the numinous mystery of life. The most important, most valuable part of the person is his or her inner, subjective life — the self or the soul.

The absence of the spiritual dimension is a crucial factor in self-destructive behavior. Drug and alcohol abuse, empty sexuality, crime and family breakdown all spring from a misguided search for connection, mystery, and meaning and an escape from the pain of not having a genuine source of fulfillment.

**We believe that education must nourish the healthy growth of the spiritual life, not do violence to it through constant evaluation and competition.** One of the functions of education is to help individuals become aware of the connectedness of all life. Fundamental to this awareness of wholeness and connectedness is the ethic expressed in all of the world's great traditions: "*What I do to others I do to myself.*" Equally fundamental to the concept of connectedness is the empowerment of the individual. If everyone is connected to everyone and everything else, then the individual can and does make a difference.

By fostering a deep sense of connection to others and to the Earth in all its dimensions, holistic education encourages a sense of responsibility to self, to others, and to the planet. We believe that this responsibility is not a burden, but rather arises out of a sense of connection and empowerment. Individual, group, and global responsibility is developed by fostering the compassion that causes individuals to want to alleviate the suffering of others, by instilling the conviction that change is possible and by offering the tools to make those changes possible.

### Conclusion\*

As we approach the twenty-first century, many of our institutions and professions are entering a period of profound change. We in education are beginning to recognize that the structure, purposes, and methods of our profession were designed for an historical period which is now coming to a close. The time has come to transform education so as to address the human and environmental challenges which confront us.

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\*This conclusion is *The Chicago Statement on Education* adopted by eighty international holistic educators at Chicago, Illinois in June 1990.



We believe that education for this new era must be holistic. The holistic perspective is the recognition that all life on this planet is interconnected in countless profound and subtle ways. The view of Earth suspended alone in the black void of space underscores the importance of a global perspective in dealing with social and educational realities. Education must nurture respect for the global community of humankind.

Holism emphasizes the challenge of creating a sustainable, just, and peaceful society in harmony with the Earth and its life. It involves an ecological sensitivity — a deep respect for both indigenous and modern cultures as well as the diversity of life forms on the planet. Holism seeks to expand the way we look at ourselves and our relationship to the world by celebrating our innate human potentials — the intuitive, emotional, physical, imaginative, and creative, as well as the rational, logical, and verbal.

Holistic education recognizes that human beings seek meaning, not just fact or skills, as an intrinsic aspect of their full and healthy development. We believe that only healthy, fulfilled human beings create a healthy society. Holistic education nurtures the highest aspirations of the human spirit.

Holistic education is not one particular curriculum or methodology; it is a set of working assumptions which include the following:

- Education is a dynamic, open human relationship.
- Education cultivates a critical awareness of the many contexts of learners' lives — moral, cultural, ecological, economic, technological, political.
- All persons hold vast multi-faceted potentials which we are only beginning to understand. Human intelligence is expressed through diverse styles and capacities, all of which we need to respect.
- Holistic thinking involves contextual, intuitive, creative, and physical ways of knowing.
- Learning is a lifelong process. All life situations may facilitate learning.
- Learning is both an inner process of self-discovery and a cooperative activity.
- Learning is active, self-motivated, supportive, and encouraging of the human spirit.
- A holistic curriculum is interdisciplinary, integrating both community and global perspectives.

# GATE PARTNERSHIPS



## FOR TRANSFORMING EDUCATION



# EDUCATION 2000

## A Holistic Perspective

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### II. Plan for Implementation

What does transforming education look like? Where are the people who can mobilize change? What constituencies should participate in this process?

We believe that to generate the momentum necessary to take teaching and learning to its next stage will require a vast network of participating transformers. These individuals and organizations represent a broad spectrum of society. They include

young people  
local communities  
families  
teachers  
teacher educators and academics  
educational associations  
United Nations' organizations  
business  
government and local/national education leaders  
model holistic schools  
citizen groups for social change  
media

It is our intent to seek endorsements for this document from people associated with these groups. We see our relationship to these constituencies as reciprocal. As they acknowledge and disseminate this vision, we provide a diverse coalition of educators who can represent their concerns in education.

We solicit the support and assistance of all those who read these words.

What follows is a description of these groups and some specific areas where interface has already begun.

# GATE PARTNERSHIPS

## Young People

We believe that the process for transforming education includes reaching out to groups that advocate for children and youth locally, nationally, and globally. Our vision calls for empowering the voice of children and focusing attention on their needs. We also support the effort of individuals who are working to establish children and youth communication networks.

*Example.* In 1990, the United Nations held the first World Summit for Children. Heads of State signed a document called *The World Declaration for The Survival, Protection, and Development of Children*. Clause 22 of this Declaration calls children into partnership with world leaders to design their future. This became an opportunity for children and youth advocates to express the personal rights and relevant voice of children.

One such project is the World Summit for Children Response. Children from around the world (ages 10-18) will meet to formulate a plan that calls on all children to become involved in dialogue with world governance and to see themselves as future leaders. The goal is to offer children all over the world the ability to be informed, take action, and resolve issues involving personal, community, country and global needs. The World Summit for Children Response Team endorses the GATE vision statement, acknowledging its fundamental principles and philosophy. This work will eventually lead to a World Summit of Children in 1995.

## Local Communities

We believe it is necessary to build networks with local community organizations that support the vision statement. For education to be relevant it needs to be reflective of the community. To move to the forefront and become a respected and integral part of community, education must be an ongoing dialogue. Teachers, children, parents, and community members should be co-creators in implementing the vision.

As the community becomes involved, it assumes ownership. It becomes concerned with educational programs and goals. Community involvement is a key to successful school transformation. Once the community is active other networks will develop.

Through its public libraries the community can become an avenue for the dissemination of information on new models for lifelong learning in society. We believe that educators and schools should see themselves as pivotal points and



intrinsic parts of community life. The holistic school provides an arena for this to develop.

GATE encourages the planning of "Town Meetings," at which young people can express their concerns and views about school to local community business and educational leaders as well as to parents. GATE believes that students deserve to play an active and serious role in redesigning their education.

*Example.* A meeting was held in August, 1991, in Menlo Park, California. Teachers, parents, and school administrators from the local area came together to hear about GATE. As a result of this gathering three people announced their willingness to bring the GATE vision to the rest of the community. They are holding regular meetings to gather support for EDUCATION 2000 and to create a dialogue among concerned citizens in the community. A conference is being scheduled for Fall, 1992.

## **Families**

We seek to disseminate this vision to families and to organizations that support mothering and fathering. We acknowledge that all education begins in the home and we encourage families to pursue an active role in promoting holistic forms of education. GATE urges parents and families to become community activists for educational reform. We offer our assistance in developing and conducting meetings and conferences to help families become proactive agents for transforming education.

## **Teachers**

We know that teachers are the major agents for transformation in both public and private school systems. Although many teachers are presently constrained by dogmatic systems, we believe that there are large numbers of individual teachers all over the world who support this vision. To reach them GATE extends its membership package which includes subscription to our newsletter as well as announcements of conferences, seminars, and workshops in holistic education.

To bring holistic education from theory to practice, GATE will inaugurate two Summer Institutes in 1992. Although especially relevant to teachers, they are designed to meet the needs of all the constituencies mentioned in this report. The Institutes will be an in-depth look at holistic teaching and evaluation concepts that are commensurate with the principles contained in this document.

## **Teacher Educators and Academics**

We believe that the holistic transformation of education is applicable to all levels of learning and that teachers in-process need to experience the model of holistic teaching and learning so they can apply it in reality. GATE seeks to network and receive endorsements from teacher education programs that support the vision statement.

GATE also seeks to network with academics who concentrate in such fields as philosophy, anthropology, the humanities, science, sociology, history, and psychology.

## **Educational Organizations**

We know that there are educational and professional organizations and associations that promote special approaches in education whose platforms complement our vision statement. These include such groups as progressive educators, whole language people, cooperative learning advocates, and people involved with various innovative approaches. We seek to obtain endorsements from these groups and to network with them to serve our mutual purposes.

*Example.* GATE has developed working relationships with the Institute for Democracy in Education, the Network of Progressive Educators, and the National Coalition of Alternative Community Schools. We offer an exchange of services and share our news announcements.

*Example.* GATE is coordinating a multi-level networking meeting of organizations with sympathetic goals and missions. This conference will take place in May 1992 and will offer an opportunity for the "whole" to be truly greater than the sum of its parts.

## **United Nations Organizations**

We believe that the United Nations and its allied organizations advocate an educational vision and a mission commensurate with our own. GATE seeks to work in partnership with groups in the sphere of the United Nations, including NGOs (Non-Governmental Organizations). Our intent is to create reciprocal working relationships and become an NGO to UNESCO.

*Example #1.* Several members of the GATE Steering Committee serve on the Seed Advisory Committee for the Global Education Program for Peace and Universal Responsibility at the United Nations' University for Peace in Costa Rica. The project's mission is to design and implement a global education program which can foster a consciousness of universal responsibility within each member of the



human family, in order to assure a more peaceful and sustainable world for future generations.

*Example #2.* GATE has been networking with various branches of UNESCO to develop a series of World Conferences on Education. The purpose of these conferences would be to explore today's critical issues in education, investigate innovative techniques and models, and create a global reform movement with a ten-year action plan. The conferences would model the non-hierarchical process of new leadership and would be organized according to the following tracks:

Critical issues in education  
Global citizenship and ecological education  
Education for all  
Innovative strategies and techniques  
Spiritual education  
Peace and education  
The media and education

*Example #3.* GATE is building an alliance with NGOs such as The City of Peace Foundation in Brazil and GLOSOS/USA (Global Systems, Analysis, and Simulation), an electronic global university in New York. GLOSOS endorses the GATE vision statement.

## **Business**

GATE understands that a working partnership needs to be built with the business community. Responsible business leaders recognize that, just as business organizations are in the process of being re-created to meet changing personal, national, and global needs, the same holds true for educational philosophy and practices. Indeed, it is difficult to find a modern business analyst or writer who would not be comfortable with the bedrock principles of holistic education. GATE encourages further exploration of these points of agreement and the development of models that would re-create schools as true "learning organizations."

*Example.* In October 1991 the National Learning Foundation hosted a Washington conference of businessmen and educators to explore the common threads between Total Quality Management (TQM), the principles of holistic education, and their application to public education. The main outcome of the conference was the creation of a Total Quality Alliance that will organize a larger meeting in 1992 to develop specific projects and initiatives. GATE has been involved in this process from the beginning, for the idea of an organizing conference first surfaced at the 1991 Colorado Conference at a meeting of participants interested in developing partnerships with the business community.



## **Government and Local/National Education Leaders**

GATE believes that in transforming education it is necessary to network with and gain the support of government leaders as well as local and national education administrators. Government leaders can be approached through local and national legislative committees that focus on educational reform. They can also be reached through working with the United Nations and through alliances with business. Local and national education administrators can be addressed through school board and school superintendent organizations.

GATE seeks the endorsement of related groups and organizations.

## **Model Holistic Schools**

We believe that one step in making the GATE vision a reality is the development of a network of *model holistic schools*. These are schools that endorse the general principles in Education 2000 and are working to meet more specific guidelines being developed by the GATE Steering Committee. The Model Schools Project is not an effort to create conformity or to provide "certification," but to demonstrate the unique and diverse ways the GATE principles might be implemented.

Model schools offer opportunities for bringing forth new ideas, innovative methods, and new materials. They will fulfill a number of important roles in the work to further GATE's vision:

*As Research Sites.* Teachers, students, and professional researchers will work together to develop collaborative forms of inquiry applicable to evolving forms of education.

*For Demonstration Purposes.* Schools will be visited by local school officials or policy makers who want to learn more about the principles of holistic education.

*In Teacher Education.* Model schools will provide an educational environment for pre-service or in-service teachers who wish to explore or refine non-traditional methods of education.

Model schools, as viable, tangible forms of the GATE vision, will serve as valuable resources for educators and educational systems. This partnership with mainstream and alternative programs will create an important reservoir of knowledge about the practical application of holistic theory and will be a major catalyst for the transformation of education.

## **Citizen Groups for Social Change**

We seek broad-based support for our educational vision from other groups and individuals working for more humane and democratic values in our society. These include environmental organizations, children's and women's advocacy groups, peace organizations, and the social justice concerns of many religious and non-religious communities.

GATE seeks the endorsement of these groups. We believe that our vision offers a democratic educational model more in harmony with their values than the present school structure.

### **Media**

We believe that the media is a key factor in creating a global community. Thanks to telecommunications technology, media networks now span the world. One key in transforming education may be through the way our society disseminates information. GATE seeks to create partnerships with the education press, radio, newspapers, global communication systems and other channels that disseminate news.

### **CONCLUSION**

This vision and plan for implementation has gone through an organic evolution. We believe that it is not static but ever-changing and we encourage you to co-create with us on this path of transforming education. We can think of no better way to end this document than to recall our mission statement:

***To proclaim and promote  
a vision of education  
that fosters  
personal greatness,  
social justice,  
peace, and  
a sustainable environment.***

## SUPPORTING THE GATE INITIATIVE

We invite individuals, groups, associations, and organizations who support this vision statement and plan for implementation to join this ever expanding network of transforming agents. GATE seeks your endorsement of these principles and your participation. We are a non-profit membership organization, supported by member fees and donations. If you would like membership information or are interested in creating a dialogue with us, please write to the Global Alliance for Transforming Education, 319 USA.

404/458-5678. FAX 404/4  
PO Box 21  
Grafton, VT 05146  
802.843.2382



**Exhibit B**  
**"E.T." Partnerships**

# PARENTS/TEACHERS E.T. PARTNERSHIPS

## A Way to Redesign Education

by Lynn Stoddard

There is a crack in the armor of the educational bureaucracy. A golden gate of opportunity is beginning to open for parents to become meaningfully involved in the education of their children. In state and school district offices there is now much talk about "site based management" and greater participation of parents in education.

Up until now the only avenue for parental involvement in education was the homeschool route. The very nature of our traditional system has blocked parents and even students from becoming meaningfully involved. The American system of education is

based on a philosophy that puts "curriculum," not students, at the center. Subjects of the curriculum have been viewed as "goals," rather than "means" — a focus that has prevented teachers, as well as parents, from concentrating on the needs of individual students, and has blocked parents from participating in the system. This focus on curriculum instead of students has been an effective deterrent to the personal development of individual students. The resulting deficit in human development has spawned a horrible plague of dropouts, suicides, drugs, and violence.

The purpose of this article is to share the discovery of a philosophy of education that puts students at the center and returns to parents their rightful role as primary agents in the education of their children.

"Education for Human Greatness" is a philosophy that was developed in 5 elementary schools in Davis County, Utah as the teachers, parents, and principal struggled against the policies and mandates of a school

district that was trying diligently to perfect the standardized-achievement, assembly-line model of student uniformity. "Education for greatness" is based on a student-centered "mission" and master goals that make it possible for parents and teachers to become full partners, Equally and Together (E.T.) responsible for nurturing student growth:

**THE MISSION OF EDUCATION:** Develop great human beings who are valuable contributors to society.

**MASTER GOALS:** "The Three Dimensions of Human Greatness":

**IDENTITY** — Self-esteem, confidence, individual talents and gifts, honesty, character, spirituality, and physical fitness.

**INTERACTION** — Love, kindness, respect, communication, cooperation, and responsible citizenship.

**INQUIRY** — Curiosity, hunger for knowledge, love of learning. The power to acquire, process and use information creatively to solve problems.

This mission and these master goals are the heart of a philosophy of education that lies dormant in the subconscious minds of our citizens — a philosophy that has been smothered by centuries of false traditions. The three dimensions of human greatness represent three primary human drives — the drive to be an important "somebody" (Identity), the drive for warm human relationships (Interaction), and the drive for truth and knowledge (Inquiry).

These student-centered goals make it possible for parents and teach-

ers to become full partners, uniting together to help students develop themselves. They are goals for which homes and schools are both responsible, making possible a genuine partnership between parents and teachers.

When students, parents and teachers all unite to accomplish the same student-centered goals, some amazing things begin to happen. When everyone maintains a constant focus on the master goals, Identity, Interaction, and Inquiry, it releases a great surge of creative energy. At Hill Field Elementary School the community invented several strategies to help students grow in the "three dimensions of human greatness." In this way they began the exciting process of redesigning education. Some of the strategies are described below:

- A new parent/teacher association was organized that better met the needs than the one sanctioned by the school district.

- Parents organized to cover classes so that teachers could spend time having partnership conferences with students and parents.

- Two classrooms were appropriated and converted into a school library even though the school district officials had planned to use them for a growing student population.

- Two small conference rooms adjacent to the library were made into a realia/inquiry center where students could check out a variety of objects for personal investigation. Parents and teachers created "inquiry boxes" to stimulate curiosity and interest.

- An 8'x16' aviary/zoo was constructed in the front entrance of the school where students could observe, sketch, investigate and care for animals and birds.

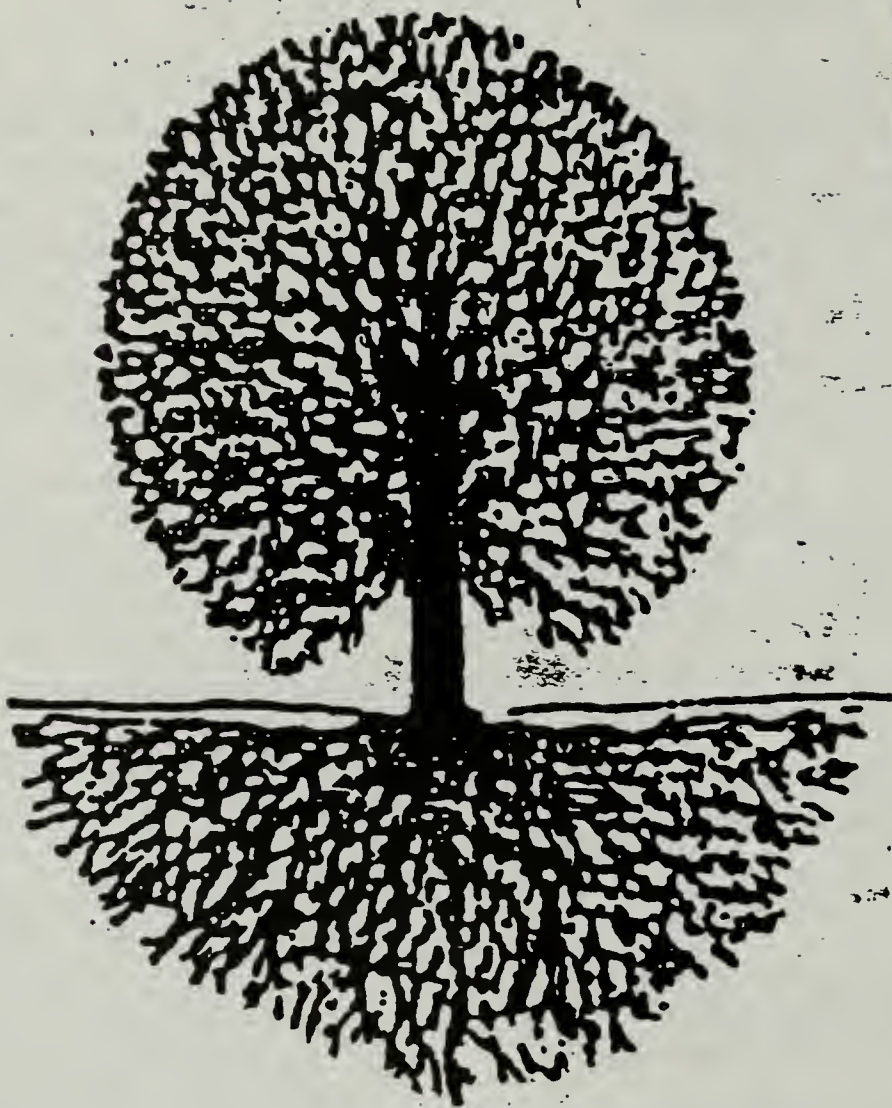
- A large supply room was converted into a shop and art studio where students could create and build things with their hands.

- A field excursion map was developed to show interesting sites within a two-mile walking radius of the school.

**Exhibit C**  
**ALPHA Handbook**



# ALPHA



*A multi-age learning community engaging middle grades students  
in personal and collaborative inquiry.*

**Shelburne Middle School  
Shelburne, Vermont**

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# INTRODUCTION

In 1972, teachers and families in Shelburne set out to establish an experiential learning community as an alternative within their public school. In the Alpha program, students of mixed abilities and ages have a practical investment in their learning. The subject areas are interdependent and integrated to provide a comprehensive education. The program has grown and evolved since that time and now is open to students in the 6th, 7th, and 8th grades.

The purpose of this handbook is to describe the specific components of the Alpha program and to provide insight into how and why it functions successfully. We want to emphasize, however, that nothing can take the place of first hand experience. In particular, a program such as Alpha, which relies heavily on the participation and interaction of its students, teachers, and parents, is not easily described in words. Therefore, you are encouraged to arrange a visit to see the Alpha program in action.



# PHILOSOPHY

At the heart of the Alpha philosophy is our belief that each student is unique in his/her physical, social, and academic development. Instead of making an assumption about ability or maturity by grade level only, we provide a multiage environment where each student can grow accordingly. This multiage community provides the opportunity for students to learn from and with others during their three year experience in Alpha. It fosters an environment where differing opinions are listened to and respected. As learners work together to consider the questions they have about themselves and their world, they develop skills for action and responsible participation in the world community.

We believe that students must be actively engaged in their learning for there to be a lasting influence. Therefore, we insist that topics be relevant to the student and that each student is involved in the choice and planning of individual learning.

The middle grades are an important time of transition. Students are developing life long learning skills and behaviors. We emphasize the development of self-respect and self-discipline. Students develop the essential skills to organize, plan, manage, and evaluate their learning. At this level, these skills, along with creative problem solving and group process skills are more essential than any specific content.

\* The Alpha teachers are facilitators of learning, they are model learners, who guide students in their exploration and share their enthusiasm for learning.

## Characteristics of Alpha

*Multiage Community*

*Individualized Planning & Assessment*

**Integrated Curriculum**

*Student/Teacher Partnerships*

**Collaborative Problem Solving**

**Reflective Learning**

**DEMONSTRATED APPLICATION OF SKILLS**

*Teacher as Facilitator and Model Learner*



# PHILOSOPHY

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★ The Alpha teachers are facilitators of learning, they are model learners, who guide students in their exploration and share their enthusiasm for learning.



# **PROGRAM DESIGN**

Through all aspects of Alpha, students work to develop and understand their personal learning styles through active participation and reflection.

## **Student Goals and Assessment**

Each week, students work closely with their prime teacher to plan their goals for the upcoming week. They decide what is an appropriately challenging and realistic amount to accomplish in each area and record this in their goals notebook. At the end of the week, students assess their week's work in their goals notebook and conference with their prime teacher about their accomplishments. Students are expected to record a detailed account of their goals and assessment so that their goals notebook provides a clear record of their work and planning over the course of the school year.

## **Student Schedules**

Managing time effectively is one of the skills that Alpha students are expected to develop. This skill is fostered when students plan their individual daily schedules. Each morning, students gather to review the master schedule of group activities. Students then designate time for individual work on their own schedule. They move purposefully from one activity to another, each according to his/her daily plan. Students take on as much responsibility for their own scheduling as they are ready to assume. At first, most students need help with this task. It is only after time and practice that scheduling becomes an automatic part of managing time.

## **Student Records and Portfolios**

Students are responsible for maintaining their individual records, including their daily schedule, weekly goals and assessment notebook, reading response, writing and math portfolios, project forms, and a personal journal. While these records are checked regularly by a teacher, it is the student's responsibility to keep them up to date.

## **Student Projects**

Individual projects are a way for students to explore areas of personal interest while practicing and integrating their skills. Projects vary widely in content, from studying systems of the human body to designing and building a model medieval castle. Students plan their project ideas, identify resources, outline their procedure and set deadlines. The student then formalizes his/her plan in conference with the teacher. They are expected to vary the modes of inquiry and method of presentation. Upon completion, students share their work with the Alpha community. They reflect on their learning process and evaluate their work with an Alpha teacher.

## **Collaborative Groups**

Alpha students frequently work together in multi-age groups to explore a theme topics, solve math challenges, and accomplish tasks. This helps to foster the essential skills of working with others who will bring different backgrounds, experiences, and skills. Younger students learn from their older peers, and the older students establish their skills by teaching and modeling what they know.

## **Integrated Theme Units**

Several times during the school year, Alpha students and teachers roll up their sleeves, push back the tables, and dive into an intensive thematic study. At this time we gather all the resources we can find, call in experts, and plan field trips to explore a topic from every perspective and discipline. These units often culminate in a presentation of what we have learned to the Shelburne community. Some recent themes have included:

*Structures*

*Shelburne: Past, Present, Future*

*The Big Alpha Circus*

*The 1960s*

*Inventions*

*The Middle Ages*

*Adopt-A-Business*

*Africa.*

## **Essential Learning Skills**

Alpha has identified four major characteristics of effective learners:

*Effective learners Think Creatively & Critically.*

*Effective Learners Collaborate with others.*

*Effective Learners Function Independently.*

*Effective Learners Communicate with Others.*

Throughout the year each Alpha student reflects on their development in each of these skill areas. These are often done in narrative form, however, students are encouraged to use alternative forms of expression as well. The Learning Summary statements are included at the end of this handbook. This process of acknowledging student growth is an important element in adolescent development.



# **Alpha**

## **Essential Learning Skills**

### **Effective Learners Think/Work Creatively & Critically**

I am growing confident of my creative and critical abilities because I...

- ...plan a strategy to accomplish a task.
- ...adapt information and ideas to solve problems.
- ...inquire when I want to find out.
- ...use a variety of learning styles.
- ...present my work in a variety of ways.
- ...make predictions based on available information.
- ...apply my understanding and knowledge of the past.
- ...evaluate and interpret information.
- ...recognize concrete and abstract relationships.

### **Effective Learners Collaborate with Others**

As part of my continuing development toward working collaboratively with others, I...

- ...respect other individual and cultural points of view.
- ...respond constructively to support others.
- ...compromise when appropriate.
- ...provide leadership.
- ...work to bring about successful resolution to a question.
- ...recognize when the group goal is more important than the individual goal.
- ...offer solutions and express my opinions constructively.
- ...communicate my needs.
- ...make an effort to get to know the people I work with.

## **Effective Learners Communicate with Others**

I am developing the ability to communicate because I..

- ...choose appropriate forms of communication.
- ...express myself orally.
- ...express myself visually.
- ...express myself through performance.
- ...express myself in writing.
- ...express my opinions.
- ...express myself logically/mathematically.
- ...express my feelings.
- ...listen and reflect on what is being communicated.

## **Effective Learners Function Independently**

As part of my continuing development as an independent learner, I...

- ...assume responsibility for my own learning.
- ...am able to follow through on commitments.
- ...am challenged by new opportunities.
- ...have abilities and skills I am confident about.
- ...identify priorities and budget my time.
- ...learn from my successes and my mistakes.
- ...know how, when and where to ask for help.
- ...recognize skills and abilities that need improvement.
- ...take care of my personal, social, and emotional needs.

*Alpha Learning Summaries, as adapted from the CSSD Essential Behaviors.*

### **Community Time**

Alpha is a functioning community of teachers and students. There are times set aside when Alpha meets as a community for students to share projects and writings, listen to guest speakers, solve group problems, and participate in group activities. Each week Alpha gathers for Class Meeting, a forum where the class discusses events and makes decisions. A form of consensus is used as a decision making process to assure that everyone can support the group decision. Committees are formed to investigate issues, and report back to the whole group. There is respectful discussion. A decision is reached when everyone is in agreement. Learning to make decisions and then accepting the consequences for them are integral parts of the Alpha experience.

### **Teacher Advisory Groups**

Small groups of eight to ten students meet first thing each morning with their Teacher Advisor. These groups provide an opportunity for students to establish a strong connection with a significant adult who will act as their advocate. It is also a time for sharing issues and topics of current interest and concern.

### **Prime Groups**

Each Alpha student is assigned to a Prime teacher who monitors and supports individual progress throughout the year. The prime teacher works with students to set and evaluate goals and is also the primary contact for parent conferences and progress reports.



## **The Alpha Musical**

Each year, Alpha produces its own musical extravaganza, involving the entire Alpha community. This annual production integrates learning in a relevant manner as students work to develop a character on stage and project themselves to an audience. Equally important to this process are those students who choose to design scenery and costumes, plan advertising, perform in the orchestra, and budget for expenses. Working together as a group to produce a dramatic performance is always an important highlight of the year.

## **The Alpha Trip**

At the end of each year, the Alpha community goes on a week long camping trip. This trip culminates six weeks of planning and organizing and provides an opportunity for practical application of skills learned throughout the year. Students work together, using the class meeting process to decide the trip theme, the location, and fund raising activities. Students take responsibility for all aspects of the trip including planning the activities and entertainment for each day, setting menus and food shopping, organizing equipment, and fund raising.

While on the trip, students are responsible for establishing their camping site, cooking and cleaning, and all the other things that go into camping to make it so busy they don't notice the rain or the mosquitoes ...as much. The Alpha trip is a life experience where students, parents and teachers live, work, and play together for a whole week.

# **INTEGRATED CURRICULUM**

Visitors to Alpha often wonder how our interdisciplinary program addresses the traditional content areas. We do not use textbooks or define a period during the day for each subject. A theme becomes the central focus and the traditional disciplines of language arts, math, science, social studies, and art blend naturally. It is often difficult to identify when one subject ends and another begins, but for descriptive purposes we have highlighted our work in the conventional subject areas.

## **The Sciences**

Science at the middle school level is a process of learning inquiry skills. Students work through individual and group projects to develop questions, research ideas, manage their information, draw conclusions, and present their findings. During the three year experience, Alpha students investigate a wide variety of topics within the natural and physical sciences.

## **The Social Studies**

Through individual projects and group workshops, Alpha students explore cultural, geographic, and historical topics throughout the year. These serve to expand their awareness for the human ecology, and foster the responsible attitudes of informed and active citizens. Class meetings and public service activities provide hands-on experience with government and topics of social concern.

## **Language Arts**

Reading and writing are carefully integrated in the Alpha program. Students are encouraged to read from the perspective of a writer and respond in writing to the literature they experience. Likewise, they are taught to write from the perspective of a reader. They share their work with their peers, and write for an audience. This approach helps develop discerning readers and conscientious writers. A process writing approach emphasizes pre-writing, drafting, conferencing, rewriting, editing and publishing. The tools of creative and expository writing are integrated through mini-lessons that address specific needs.

Consistent with the Vermont Portfolio Project, student writing is assessed for purpose and awareness of audience, organization of ideas, distinctive voice, and correct usage, mechanics, and grammar. There is a time set aside each day for everyone, including teachers, to read. This assures that every student is involved in reading books of his/her own choice. Alpha teachers monitor book selection to encourage diversity. Students respond to their reading by writing thoughtfully about what they have read in their journal.

## **Mathematics**

Alpha students work in a variety of contexts to develop and apply problem solving and computation skills. They incorporate mathematical skills in ways that are relevant to their own application.

Collaborative math groups work together to solve problems based on essential concepts as defined by students through more than 250 interviews with professionals in the workplace.



In addition to the math groups, each student works on an individual math plan to develop math skills and a framework to apply mathematical concepts. The math materials provide extensive opportunities for problem solving and critical thinking.

Consistent with the Vermont Portfolio Project, student math success is based on the ability to use a variety of problem solving strategies:

- Express mathematical concepts in writing*
- Use diagrams, graphs, models, and tables*
- Use mathematical terminology and symbols*
- Solve mathematical equations*
- Accurate computational skills*
- Demonstrate work toward group success*

### **Unified Arts**

Alpha students have many opportunities for creative expression as they explore and present their work. They have a wide variety of media available for use in the Alpha classrooms. The students also participate in courses of art, technology education, living arts, physical education, drama, and music. Whenever possible, work in these areas compliments current interdisciplinary themes.

## **SCHOOL/HOME PARTNERSHIPS**

Alpha is an educational collaboration between students, teachers, and parents. A positive relationship between school and home is essential to the success of the students.

### **School work / Home work**

The Alpha students' homework is a natural outgrowth of schoolwork. Students are expected to determine how they will meet their goals each week by planning their time at school and at home. Home work is not assigned in the traditional sense, although an Alpha teacher will help a student determine what work needs to be accomplished at home in order to meet a goal. Often students will choose to do their individual work at home in order to leave school time for group projects. We encourage parents to stay informed of their child's progress by supporting work at home, reviewing the week's schedule and goals, showing an interest in current projects, and asking for details about the day when the student comes home.

### **Progress Portfolios**

Progress Portfolios are sent home at the end of each trimester. These portfolios include samples of student work, reflections, and teacher evaluations. They are supplemented by interim reports at the six week interval that address the progress and quality of student work and behavior. In addition, Alpha teachers frequently send reports home to evaluate a project, summarize a unit of work, address a problem or applaud a success.

**Parent Conferences**

It is essential for Alpha parents and teachers to maintain close contact, and we encourage regular conferences during the school year. In addition to teacher initiated conferences, parents may arrange a conference at any time by scheduling an appointment through the school guidance office.

**Parent Participation**

Coming into the classroom to help share an interest, or simply to observe and ask questions are wonderful ways to become involved and learn first hand what Alpha is all about. Accompanying us on a field trips is also an excellent way to get to know Alpha better. Getting involved in the questioning and learning between students can be an enlightening experience.



# RESEARCH SUMMARY

In the fall of 1985, Alpha teacher, Carol Smith, conducted a follow-up study of Alpha graduates. One part of the study focused on ten years of Alpha graduates who had spent at least three years in the program. The other part of the study targeted the parents of those same students.

The purpose of this research was to identify those elements of Alpha that make it work: the things that even ten years later, students and parents see as essential to the program.

A majority of those responding stated that having a direct role in establishing their own educational plan was the most essential component of the Alpha program. Learning to set goals, and to take responsibility for one's education, teaches valuable lessons in decision-making. As one graduate put it, "Students without the ability to choose and to learn to choose wisely, become unable to think for themselves."

The partnership between students and teachers that promotes mutual respect and trust was another one of the components of the program that was identified as being most influential. This student/teacher relationship provides the basis for friendships that last well beyond the middle grades.

The multiage community of Alpha was acknowledged as a primary strength of this middle school experience for graduates. The community identity provides a safe place for students to learn and grow. It allows students to move in and out of the role of leader, follower, group member, and indi-

vidual, as they experiment with who they are and how they fit in the world. Alpha acknowledges and promotes differing points of view and fosters skills of listening, tolerance and compromise.

Many students and parents recall the Alpha trip as a highlight of their middle school experience. The trip is what Alpha is all about: community, decision making, responsibility, and cooperation. It is the real-life application of skills promoted throughout the year. The success of the trip is a direct result of the energy and commitment of the entire team.

Alpha graduates considered themselves to be well prepared for high school, both academically and socially. They attributed their success to their experience interacting with people of difference ages, interests, and points of view. Students excelled in many different courses while in high school. Among those listed most often were: English/writing, foreign language, science, and history. Although most students mentioned that somewhere in their high school career a course did give them trouble, no particular course or subject was mentioned consistently. The responses to this research project were powerful testimony to the beliefs we, as a staff, have about education in the middle grades. Indeed what we believe philosophically was supported by parents and the students themselves.

## *The Alpha Teachers...*

**Carol Smith** has been teaching in the Alpha Program for 17 years. A student centered philosophy, a commitment to integrated learning, and a team of students and teachers working in partnership are her source of ongoing rejuvenation.

Outside of Alpha, Carol teaches a graduate course at St. Michael's college, "Thematic Interdisciplinary Curriculum" and she does consulting work related to middle level issues of teaming, curriculum, assessment, and student directed learning. She is an author of two chapters in the new book, Integrated Curriculum in the Middle Grades: Dancing Through Walls.

Carol loves New Orleans, flower gardening, and cats. She lives in the "purple house" with her husband Stephen, a house painter, jeweler, and cartoonist, and her son Benjamin.

\*\*\*\*\*

✂ **Than James** joined the Alpha team in 1989 after teaching for two years in a private boarding school and two years in public middle school. In 1972 Than, as a 7th grader, was a student in an alternative middle school program that he claims inspired him to become a teacher. "Our teachers encouraged us to explore our own interests, and the things we learned about were meaningful to us." Than earned an undergraduate degree in Human Ecology and a graduate degree in Education.

This year Than coordinated with Vermont Performing Arts League to take a group of 23 middle



school students to Japan to perform New England folk dances.

Than lives in Shelburne with his wife Alison, an author of books for young adults and a translator of Swedish and German children's books. His daughter, Anika, will be entering kindergarten next year.

\*\*\*\*\*

**Meg Kenney** will join the Alpha team next year after two years on the Excellence Team at Shelburne Middle School. Her commitment to integrated learning led her to make this transition. She has been working to weave multicultural issues into Shelburne curriculum. A highlight for her this year was witnessing her students create a civil rights memorial as a culminating event of a black history theme unit.

After graduating from Saint Michael's College with a degree in economics, Meg spent a year exploring the West. She then returned to Burlington to earn her teaching credentials while working in the marketing department at Merchant's Bank.

This year Meg has been playing in an adult volleyball league, skiing on weekends, consuming volumes of young adult literature, and dreaming about the beaches on Cape Cod

---



**Exhibit D**  
**The 4-H Organization**



## WHAT IS 4-H?

4-H is a unique, informal, learning-by-doing educational program for youth.

The Massachusetts 4-H program is conducted by the University of Massachusetts Cooperative Extension System, through Extension Centers around the state.

### WORKING TOGETHER



MAKES IT HAPPEN!



## WHAT CAN YOU SHARE WITH

### YOUNG PEOPLE?

You can share your everyday knowledge and skills:

- communication
- cooperation
- goal setting
- decision making
- leadership
- creative thinking

## WHAT WILL YOU HELP YOUNG PEOPLE TO DO?

Young people, with your guidance, will be able to:

- make new friends through 4-H meetings, events and activities
- work effectively with others
- take pride in their accomplishments
- develop poise and self-confidence
- nurture leadership skills
- explore projects that may lead to future careers
- receive recognition for achievement

## WHAT'S IN IT FOR YOU?

You will enjoy many advantages as a 4-H leader. For example, you will:

- help young people to develop into strong, self-directed, knowledgeable adults
- experience personal growth
- play an important role in your community
- make new connections and friends
- learn new skills
- find opportunities to travel
- enhance your resume
- receive guidance from local 4-H Youth Development Extension Specialists and other leaders
- enjoy support from the State 4-H Office and the Massachusetts 4-H Foundation, Inc.

## WHO ARE 4-H LEADERS?

4-H leaders are people just like you:

- they enjoy working with children
- they have a willingness to share their time and talents with young people in the community



Be A  
4-H Leader

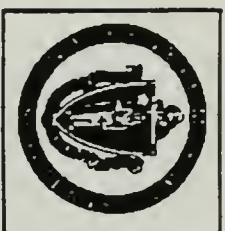
# HOW CAN YOU BECOME A 4-H LEADER?

To explore the possibility of becoming a 4-H leader:

- consider what you would like to accomplish
- contact your local 4-H Youth Development Extension Specialist at:

Massachusetts 4-H Center  
(serving Norfolk County)

- 466 Chestnut Street  
Ashland, MA 01721  
508-881-5669  
FAX #: 508-881-4756



University of Massachusetts  
Cooperative Extension System  
State 4-H Office Toll Free  
Number: 1-800-374-4446  
FAX: 413-545-6555

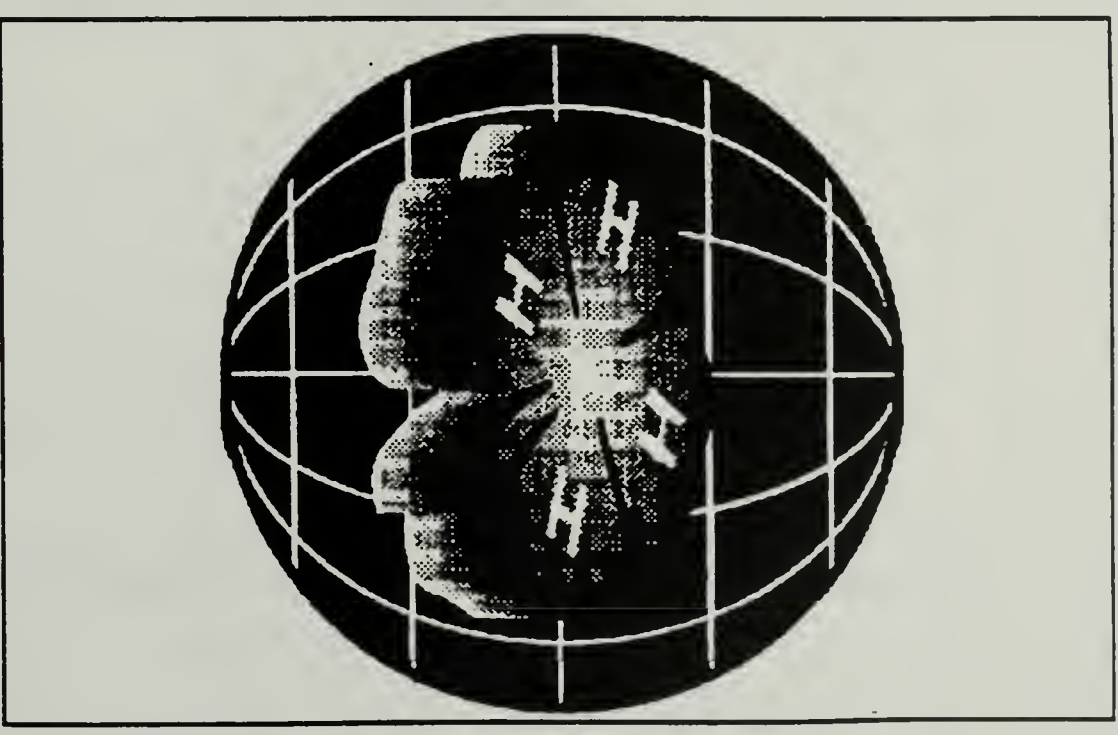
## The 4-H Vision

4-H...A world leader in developing youth to become productive citizens and catalysts for positive change to meet the needs of a diverse and changing society.

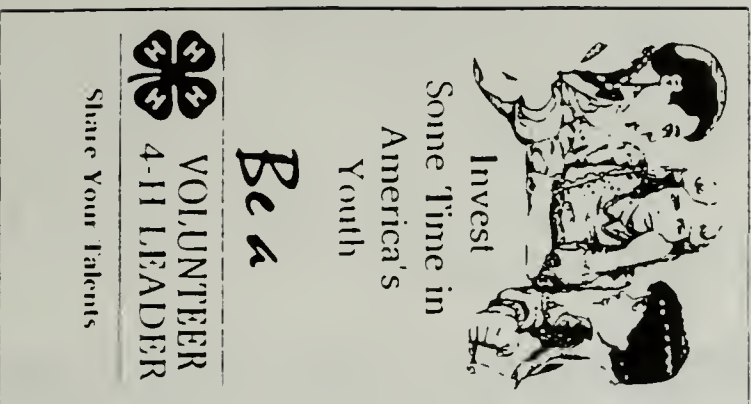
## The 4-H Mission

4-H Youth Development Education Program creates supportive environments for culturally diverse youth and adults to reach their fullest potential. In support of this mission, we will:

- provide formal and non-formal community-focused experiential learning,
  - develop skills that benefit youth throughout life,
  - foster leadership and volunteerism in youth and adults,
  - build internal and external partnerships for programming and funding,
  - strengthen families and communities, and
  - use research-based knowledge and the land grant university system.
- Achievement of this mission will result in capable, competent, and caring citizens.



# What is a 4-H Leader?



**Exhibit E**  
**The Reach Out Coalition**



# **The Reach Out Coalition**

430 Franklin Village Drive #231

Franklin, MA 02038

(508) 528-6412

## **"You Are Not Alone"**

### **RESOURCES AND SERVICES CURRENTLY AVAILABLE:**

Listing of youth crisis and information telephone lines, access to informational listings;

Information on the Teaching Tolerance Project from the Southern Poverty Law Center;

Local support group for gay, lesbian and bi-sexual youth.

### **PROGRAMS FOR TEENS, PARENTS AND PROFESSIONALS WHO WORK WITH YOUTH ARE AVAILABLE ON THE FOLLOWING TOPICS:**

#### **Through linkage with MOST (Marathon Outreach to Street Teens)**

Alcohol and other drug prevention and treatment

Teen suicide prevention

STD HIV/AIDS prevention

Teen pregnancy

Domestic violence

Sexual harassment and date rape

Substance abuse and disabilities

Violence prevention

#### **Through linkage with gay rights and support organizations:**

Homophobia workshops

Support for gay, lesbian and bi-sexual youth

Gay, lesbian and bi-sexual speakers and panels

Programs and resources for professionals who work with gay youth

Support for parents and friends of gay youth

#### **Resources and services on the following topics by arrangement:**

Decision making

Peace making skills

Self esteem

Stress management

Diversity

Questioning traditional gender roles

Speakers bureau

Community action, organizing and legislative action

Books, posters and pamphlets on youth issues

If you or your group wish to access any of Reach Out's services or resources, or if you would like additional information, please contact Denise Noble, Reach Out Coordinator at the above address or telephone number.

## Letters of Support



## *Town of Franklin Human Services Department*

FRANKLIN MUNICIPAL BUILDING  
150 EMMONS STREET  
FRANKLIN, MASSACHUSETTS 02038

Telephone (508) 520-4909  
528-7900

February 9, 1994

Director of Human Services  
MICHAEL D. JONES, M.C.P.

Mary Beth Merritt  
433 Maple Street  
Franklin, MA 02038

Human Services Coordinator  
JAY S. COHEN, M.S.W., LCSW

Dear Ms. Merritt:

Council on Aging  
SENIOR CENTER  
80 West Central Street  
Meals Reservations  
520-4945

This letter is being written in support of your application to establish a Charter School to serve (in part) the Franklin community.

Program Director  
CAROL LARUE

SENIOR TRANSPORTATION  
520-4909

In my position as a social worker intervening with youths who are having personal problems, I see many such youths who are having a difficult time negotiating the public school system due to home, personal, social or other difficulties. While the Franklin School System provides an excellent education for most students, there are a number of students (and families) for whom an alternative educational approach would be of great benefit.

I believe strongly in the benefits of experiential learning for students, but also am very aware of the special support and educational conditions that often must accompany such a learning style. Without such personal and systemic support, many of the students that would benefit from this experience would be left out. I am currently involved with Dean College to expand their own program of experiential learning to make this important tool of personal, emotional and educational development available to an increased number of their students.

Having worked with you on numerous projects over the past several years, I know your commitment to children, education and the community. I look forward to the continued development of your Charter School application and to working closely with you once the project has been initiated.

Very truly yours,

  
Jay S. Cohen, MSW, LCSW  
Human Services Coordinator





# Norfolk Children's School, Inc.

23 Union Street  
Norfolk, MA 02056  
Tel: 528-1970

Accredited by the  
National Academy  
of Early Childhood  
Programs



February 9, 1994

To Whom It May Concern:

I am writing in support of the attached application for the establishment of a Charter School. As an early childhood educator, I recognize the importance the holistic and team approach to education plays in the development of human potential. Indeed, the National Association for the Education of Young Children has been a proponent of such principles for many years.

I believe this group of parents, educators, and community leaders, be allowed to continue their quest of a Charter School. I urge you to seriously consider this application, and establish a Charter School based upon the principles outlined in the application.

Sincerely,

*Pamela B. Mele*

Pamela B. Mele, MS Ed.  
Director, Norfolk Children's School

19 February 1994

Regarding the proposed Charter

I support these beliefs in that they should be the basis for every educator. Children need to be nurtured in a stimulating, non-threatening environment to learn their potential. We want to encourage students to feel safe in their own learning experience. The development of Metacognitive skills and self-evaluation by students is a focus.

Sincerely,

Linda Shuman,  
2nd Grade, Kennedy School  
LC:cc

1  
Janet  
Feb 11 1985

To Mr. [redacted] Lincoln.

I wish to express my letter in support of the Charter School  
Proposal submitted by Gary E. Merritt.

There is a real need for an alternate form of education  
our community. Parents need the opportunity to choose a  
developmentally appropriate, experiential curriculum for  
their children. The integration of democratic processes,  
problem-solving, and active learning can promote  
self-confidence, creativity, competence, and cooperation.

Our philosophy of education incorporates the  
current needs of the child, and looks beyond to the future  
needs of the student. The holistic approach, integrating  
skills, attitudes, and sense of self can only be beneficial  
to the individual and to society.

Our society needs to think anew, to take a fresh approach to  
education. I believe that the charter school will be a step  
in that direction. I urge you to give this proposal your  
full consideration.

Sincerely,

Jill A. [redacted] M.Ed.



February 1, 1994

Dear Dr. Robertson,

I'm writing to you to show my support for the proposed publicly chartered school in the Franklin area. As a parent of a kindergarten I was faced with the awesome challenge of investigating potential schools for my child this year. My husband and I set out to explore our choices both in public and private institutions and came up feeling empty.

Our daughter is enrolled in the local public school and although we are thrilled with her teacher (a teacher whom we chose), we would have loved to have the opportunity to choose the way in which she was taught.

The proposed charter school would offer parents a choice not only in the type of education their child would receive, but a choice to raise a more nurturing, whole and self-assured individual whose human potential will far surpass that of her peers.

In a world gone bad, this school proposes to create a challenging and nourishing education for our children that will not only benefit them, but also our community.

This school can only strengthen our community.

families and existing schools. We will be promoting strong human values through our children that will enable them to make responsible and productive choices throughout their lives. As a former educator, I'm excited about the possibility of my child receiving such a dynamic, hands-on approach to learning that for some reason is usually abandoned after preschool.

Children and people learn through life experience. If we can foster the growth of the whole child with a drive for knowledge through a public school system, the results will be astonishing.

Sincerely,

Lynn Barry  
Gerald Barry

Lynn & Gerald Barry  
7 Longbeardi Dr.  
Franklin, MA 02038

Michele and Joseph Todesca  
816 Summer Street  
Franklin, Ma 02038

February 2, 1994

To The Secretary of Education,

There is a group of dedicated individuals in the Franklin area that have pooled their talents and ideals to develop a charter school proposal and initial plan.

The time has come for an alternative to the public school system as it is now and private/parochial schools.

For our family, we want a school in our general vicinity, that enhances and facilitates the development of the whole individual. Whose premise is the importance of each individual and his/her relationship in society, the world, the community. Where an individual's integrity and worth is valued.

We want to feel secure in the fact that our children will not be pigeonholed by labels. That their academic interests will have the opportunity to develop through alternative/creative means if warranted.

We firmly believe that a learning experience involving parents, teachers, administrators and students in a cooperative curriculum is fundamental to the development of the whole child.

It is so important, if we are to have a sound, successful, educational system, to have choices which best suit each individual student. We, therefore, highly support the proposal of a Charter School and this particular charter school in its mission and scope.

*Michele & Joseph Todesca*  
*Joseph Todesca*



